

THE USE OF WHISPERING GAME IN TEACHING VOCABULARY TO SEVENTH GRADE STUDENTS OF SMPN 07 PALOPO



IAIN PALOPO

A Thesis

*Submitted to the English Study Program of S1 Tarbiyah and
Teacher Training Faculty of the Institute Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd Degree in English Education*

By

Susanti

Reg Num: 14.16.3.0143

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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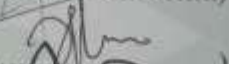
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
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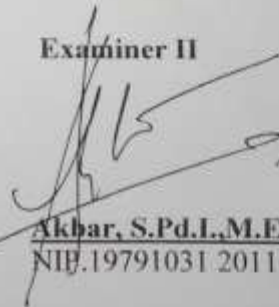
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ACKNOWLEDGEMENTS

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ

سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ

Alhamdulillahirabbil'alamin, the researcher expresses her highest gratitude to Allah Swt for blessing, love, mercy on most of all change to finish this thesis although in a simple form. Shalawat and salam are addressed to the beloved and chosen messenger the prophet Muhammad Saw, to his family, his beloved friends and for the people who always follow his steps and we hope we are the person that follow him.

The researcher realizes that this thesis cannot be accomplished without help guidance, critics, advices, and motivation from the others that help her along this research. Therefore, in this chance, the researcher would like to express respect and thanks, fullness to:

1. Dr. Abdul Pirol, M.Ag, as the head of IAIN Palopo, the first, the second, the third deputy head. All of the lecturers and their assistance and the employers of IAIN Palopo who have taught, educated, helped, advice, and guided the researcher during study in IAIN Palopo.
2. Dr. Kaharuddin, M.Pd.I, as the dean of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic studies Palopo.
3. Dr. Masruddin M.Hum, and Amalia Yahya, SE., M.Hum. as the first consultant and second consultant who always support, advices, to finish this research.
4. Wahibah, S.Ag., M.Hum, and Akbar, S.Pd.I, M.Ed. as the first examiner and second examiner who have given chance, suggestion and motivation to the researcher in revising this research.

5. All the lectures and Staff of IAIN Palopo who have given facilities and the references to accomplish this thesis.
6. Muh. Arifin S.Pd as the headmaster of SMPN 7 Palopo who has give the researcher chance, information, and facilities to accomplish this thesis.
7. Thanks to beloved parents: Mursalim and Muhiyati who always give their sincere prayers, motivation, participation for the researcher. Beloved sister; Salmawati who always give support, motivation, and Also to my brothers: Syahlan, Miswar and Ridwan
8. Thanks for all of beloved friends of BIG D who always help, support, and give spirit to finish this thesis.
9. Thanks to my beloved friend (Siti Hardiah Nengsi, Sulviyana Ramli, Zakina Sumardy, and yulianti wulan) as the inspiration and motivator for the researcher.
10. All of friends of classes A, B and C. for their friendship who always motivated and help researcher to finish this researcher.
11. Thanks to all of friends in Posko KKN. Specially for, Tdzkiratul Husna, Veny, Hilda, Dahlia, sulvi, syahrul and suryanto and all of friends that cannot researcher mention one by one.

May Allah swt. shows define judgment of service who helped the researcher. In the end, the researcher has a big expectation that this thesis can be useful and give positive contribution for the readers and the others.

Palopo, 08th November 2018

Researcher,

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14.16.3.0143

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ABSTRACT

Susanti, 2018. The Use Whispering Game in Teaching Vocabulary to Seventh Grade students of SMPN 7 Palopo. Thesis, English Education Study Program. Tarbiyah and teacher training Faculty, The State Islamic institute of palopo. Advise by Dr. Masruddin, M. Hum. and Amaliya Yahya, M. Hum.

Key Words : Whispering Game, Vocabulary

This thesis focused on improving students' vocabulary using whispering game in teaching at the seventh grade of SMPN 7 Palopo. The problem statement of this is "is the whispering game effective in improving vocabulary mastery of students of SMPN 7 palopo?". The objective of the research is to find out whether the whispering game effective in improving vocabulary mastery of students of SMPN 7 Palopo.

In this research applied pre-experimental research with one group of pre-test and post-test design. The population was the seventh grade of SMPN 7 Palopo was one class consisting 28 students. The sample of this research of 20 students. In collecting data, the researcher used instrument in the form fill in the blank and translation word. The instrument was given in pre-test and poost-test. Before giving the treatment, the writer gave pre-test for class sample. Then, after conducting the tratments, the instrument was given in post-test. After giving pre-test and post-test, the write analyzed the data using SPSS to computed independent sample t-test.

Bades on the data analysis computed by using SPSS, it was obtained that $\text{sig} = 0.00$ and $\alpha = 0.05$. It means H_a is accepted because $\text{sig.} < \alpha = 0.00 < 0.05$. therefore, there is significant influence of using whispering game toward students' vocabulary mastery of the seventh grade at SMPN 7 palopo. There are difference before get treatment. Based on the research result, it was conclcuded that whispering game was effective for tecahing students' vocabulary at seventh grade of SMPN 7 Palopo.

CHAPTER 1

INTRODUCTION

A. Background

Vocabulary is important in learning English. Learning vocabulary helps students understand English, because by mastering vocabulary we can easily improve the ability of speaking in English language and can obtain information and knowledge is very beneficial to increasing intelligence for everyone. Without vocabulary we cannot express our idea, it is a tool in our mind to think and solve the problem.¹

Deighton states that vocabulary is the most important element of language power. He views that vocabulary will effect and influence how good in communication and how far understand what other say. He believes that a language is built by number of meaningful words. Someone who is able to use every skill of language well, is considered to be able in mastering vocabulary. Vocabulary is given in every level of language learner. In the school, the learners should be given the vocabulary lesson to give base of knowledge in English. As a teacher of junior high school, the teacher should be know the technique of teaching vocabulary which can be applied in the class. According to Tuan, there are four stage in teaching vocabulary namely presentation, practice, production, and review.²

Based on the result of interview to the seventh grade students at SMPN 07 Palopo, according to teacher “students still lack of vocabulary mastery. Because less practice and attention in the English lesson, and the teachers also just used the lecture method in the class and just book as media” and according to the students “the trouble in learning English was still

¹Henry Guntur tarigan, “ *Pengajaran Kosakata*” (Bandung Angkasa, 1985), p.14

² Tuan, L, T. “*vocabulary recollection through games*. Theory and prctice in language studies. Retrived from <http://ojs.academybublicher.com> on 19th november 2012

lack vocabulary and seldom practice to speak in front of class and the teacher only used book as media". So to overcome about the problem the researcher chose the whispering game as learning media to solve problems at SMPN 07 Palopo.

Whispering Game is one kind technique that can be used to teach vocabulary. This game is competitive game which played in a group of students. Each student in the groups has to cooperate well to whisper a word that given by teacher.³ This game in learning also effective for increase enthusiasm students, so that students would be easier to remember vocabulary. So the researcher used whispering game can help students, because there students express vocabulary and immediately to remember vocabulary and this game also involved all the students in group so that all them would get the new vocabulary in a together. Based on the above reasons, the researcher was interested to conduct research to improve students' vocabulary.

B. Problem Statement

Based on the background of the research, the researcher put the problem statement, Is the Whispering Game effective in improving vocabulary mastery of students of SMPN 7 Palopo ?

C. Objective of the Study

The objective of the study is to find out whether the whispering game effective in improving vocabulary mastery of students of SMPN 7 Palopo.

³ Oktaviana Nur Rohmah, The Effectiveness Of Whispering Game To Teach Vocabulary Of SMP PGRI 1 Kuwarasan, A Thesis (Universitas Muhammadiyah Purwakerto, 2014)

D. Significance of the Study

1. For the teacher

The teacher is expected to be able to apply an appropriate technique in teaching English vocabulary.

2. For the students

To give contribution for students to find out the way to improve students' vocabulary.

3. For the readers

To give solution and suggestion how to improve vocabulary.

E. Scope of the Study

This research is restricted to the teaching vocabulary by using Whispering Game for the students at SMPN 7 Palopo, it is emphasized on noun such as: things, animal and public place, and used passive vocabulary.

F. Definition of Term

To get general understanding about the as of the title, the researcher explained as follow:

1. Vocabulary is knowledge involves knowing the meanings of words in the target language from meanings of their nearest "equivalent" in the mother tongue.
2. Whispering Game is the game which is students from lines and teacher whisper a word to the first student in line, the whisper to the next and so on down the line. The final student must say the word correctly to the teacher.⁴

⁴Oktaviana Nur Rohmah, The Effectiveness Of Whispering Game To Teach Vocabulary Of SMP PGRI 1 Kuwarasan, A Thesis (Universitas Muhammadiyah Purwakerto, 2014)

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

There have been some research about the improving vocabulary mastery. The first previous study was conducted by Endang kusrini “ Teaching Vocabulary For Junior High School Students Using Snake And Ladder Game” from the journal. The design of this research is experimental and control one class. The experimental group was taught by using snake and ladder game and the control one was taught by using translation. The researcher concluded used the snake and ladder game in teaching vocabulary is more effective than translation.⁵

The second previous study was conducted by Sari Delima SihaloJuwita Boneka Sinaga Sulastris Manurung “The Effectiveness of Whispering Game to Students’ Vocabulary Mastery” from the journal Anglo Saxon. The result of analysis can be concluded that the use of whispering gave significant effect in the students’ activity in learning process than the use of close procedure.⁶

Based on the previous study above it can be infer that there are many kind of teaching vocabulary. Each method can be applied in any ways as long as it is suitable for the students. So that, the researcher was a research by using whispering game.

B. Reviews of the Related Theories

⁵Endang kusrini, *Teaching Vocabulary For Junior High School Students Using Snake And Ladder Game*. Jurnal, XIX (4), 2012

⁶Sari delima siholo, Juwita Boneka Sinaga, Sulastris Manurung “The Effectiveness of Whispering Game to Students’ Vocabulary Mastery “ jurnal anglo saxon VIII (1)2017

1. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is a core component in studying a language and it is very necessary to be known. Some experts proposed various definition of vocabulary. Hornby defines that vocabulary is the total number of words (with rules for combining them) that make up a language. It means that vocabulary is a list of word that has meaning. Lado stated that vocabulary is the lexicon of written language that is called words.⁷

Moreover, Stahl stated that “Vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context”. Vocabulary knowledge is not something that can ever be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word learning strategies.

Vocabulary as the knowledge of meaning of word Hibert and Kamil It was very important to consider about when students want to make a context. When they choose wrong vocabulary, it means that they miss the meaning of the text. Lehr, Osborn, and Hiebert in Kamil define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. More specifically, they

⁷Suri, Elda. Martha. *Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang*. **EDU RESEARCH**; Jurnal Pendidikan Vol.1 No.1 Juli 2012

use vocabulary to refer to “The kind of word that students must know to read increasingly demanding text with comprehension.”⁸

In addition, Renandya proposes that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. He says that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential. They often find difficulties in comprehending a text. Thus, they cannot understand the meanings of the unfamiliar words found in the text.⁹

In Dictionary of Education definition of Vocabulary is one of components of language and that no language exist without words. Words are signs or symbols for ideas. They are means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.¹⁰

b. Types of Vocabulary

In general, the vocabulary we know can be divided into two groups: passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

In detail, the vocabulary is divided into four types of vocabulary, those are:

⁸ Ibid

⁹ Ayuningtias, Dian. *Improving Students' Vocabulary Mastery through Extensive Reading Activities at Grade XI IPA of SMAN 1 Pleret Bantul In The Academic Year of 2011/2012*. Unpublished Thesis. Yogyakarta : State University of Yogyakarta.

¹⁰ Ibid

1. Active speaking vocabulary is words that the speakers are able to use in speaking.
2. Passive listening vocabulary, words that the listener recognize but cannot necessary produce when speaking.
3. Passive reading vocabulary refers to words that a reader recognize but would not necessary be able to produce.
4. Active writing vocabulary, words that a writer is able to use in writing.¹¹

Harmer also divides vocabulary into two types, those are:

1. Passive vocabulary refers to words, which the students will recognize when they meet them but will probably not be able to produce.
2. Active vocabulary refers to words that students have learned. They are expected to be able use by the students.¹²

In learning vocabulary we know the content words or class words. They are noun, verb, adjective and adverb.

1. Noun

Noun is a word used to name or identify of class or things, people, place or ideas or a particular one of these. It can be divided by into two kinds, namely:

best on the form, noun can be divided into two kinds, as follow:

- a. Concrete noun is the real noun for example: book, chair, box, etc.
- b. Abstract noun is the abstract noun (not real) for instance life, water, death etc.

¹¹ Kenji Kitao and S. Kathleen Kitao, *Testing Vocabulary*. Online: <http://vocabulary> , Accessed on december 10th 2011

¹² Jeremy Harmer, *the practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992), p.159.

Based on kinds of noun, noun can be divided into four kinds. As follow:

- a. Proper noun is that begin by capital letter for example name: people, name, town, country, school, etc. for example: Andy, Jakarta, Airlangga University, etc.
- b. Common noun is noun that commonly used. For instance teacher, water, plane, etc.
- c. Collective noun is community noun or noun is gathered in one group. For example, class, division crowd.
- d. Material noun is noun that from mining source and also from the other sources are used to make something. For example: wood, paint, gold, sand.

Based on can or can account classified in to two kinds, as follow:

- Countable noun such as book, girls, glass
- Uncountable noun such as sugar, water, sand, rice.¹³

2. Verb

Verb is a word or phrase that expresses an action, an event, or a state.

Verb is important items in part of speech, because without verb, word cannot be said as a sentence. But without subject, we sometimes said that verb is a sentence.

There are many kinds of verbs, these are:

- a. Auxiliary verb is a verb using to describe the time, the character or other suggestion. Example: can, must, many.
- b. Regular verb is or weak verb. Example: *hate – hated-hated*
- c. Irregular verb is not regular. Example: *pay – paid – paid*

¹³Shoborin, R. Maas, “*Cara Mudah Belajar Basic English Grammar*”, First Edition: Jakarta Selatan:PT. Tangga Pustaka, 2008

- d. Transitive verb is a verb needs an object as a complement. Example: *please call me.*
- e. Intransitive verb is a verb not needs an object. Example: *let's walk*
- f. Copulative verb or linking verb. Example: *he looks tired.*
- g. Causative verb is a verb showing a caused by the action in the words.¹⁴

3. Adverb

Adverb is the word that explain noun or pronouns. The kinds of adverb are:

- a. Adverb of time is to explain the time when something to do. Example: yesterday, tomorrow.
- b. Adverb of place is to explain about the place where something to do. Example: at home, here, there.
- c. Adverb of manner is to explain the manner something to do. Example: quickly, warmly.
- d. Adverb of frequency is to explain seldom or not something to do. Example: always, usually, seldom.
- e. Adverb of degree is to explain about level a job to do. Example: very, rather, enough.
- f. Adverb of sentence is to explain about all sentence and put in begin of sentence. Example: actually, the last, in fact, generally.¹⁵

4. Adjective

¹⁴Simanjuntak, Herponis “ *Bahasa Inggris Sistem S₂M*”. 11th edition ; Bekasi Timur: percetakan KBI, 2003

¹⁵Imam Baehaqi, *Complete English*, First Edition (Jakarta: Cakrawala Ilmu, 2009)

Adjective is word that describes a noun or pronoun which is divided into:

- a. Descriptive adjective
- b. Limiting adjective.¹⁶

c. The Importance of Vocabulary Mastery

As an English teacher, we believe that in learning English as a second language the learners should mastery the base component of English such as sound system, the basic structural pattern and a limited number of vocabulary items.

According to Pikulski and Templeton, states that one reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a test which students will be assigned to read. If students do not know the meaning of many of the words which they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of the vocabulary instruction is to facilitate the comprehension of the selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.¹⁷

To show how important vocabulary is, Bromley states that vocabulary holds some important roles in teaching-learning process. They are as follows: (a) Promoting fluency: Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers, (b) Boosting comprehension: Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of

¹⁶Herpinos Simanjuntak, "*Bahasa Inggris System S₂ M*". 11th Edition (Bekasi Timur: Percetakan KBI, 2003)

¹⁷William E. Nagy, *Teaching Vocabulary To Improve Reading Comprehension*. Center for the Study of Reading University of Illinois at Urbana-Champaign

comprehension, (c) Improving achievement: A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher on achievement tests than those with small vocabularies, (d) Enhancing thinking and communication: Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.¹⁸

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. The teacher must have effective and efficient method in order that the teaching vocabulary is successful. If someone can master vocabulary well, they will be able to promote fluency, boost comprehension, improve achievement, and communication.

d. The Vocabulary Learning Process

The vocabulary is very important, because vocabulary will improve the learner mastery on words. Learner vocabulary can do inside or outside classroom. So, the vocabulary has been mastered by the students have to be able to understand, generalized, and implication in a well communication.

To find out the vocabulary learning process that we have to know how to learn vocabulary in good way. According Wilga, there are seven ways to learn it:

1. Students must learn to discriminate variation in distributions and new boundaries of meaning. The teachers may give explanation of contrast with narrative language distribution, demonstrate schematically the distribution of meaning of apparently

¹⁸ Ibid

comparable word, or promoted activity which requires for success that the boundaries be respected.

2. Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.
3. Students should learn to penetrate disguises. With language with the same family where there has been considerable alternative there are many borrowed words and cognates.
4. Students must learn how to discover new words from themselves.
5. If students are not discovered it, they need to learn of vocabulary is elastic that they come to make much of the little they know by paraphrase, circumlocution, and definition as they gradually build up a more precise and varied lexicon.
6. Students must learn how to argue their own vocabulary steadily and systematically. They should begin early to keep individual list of new words and that interest them, and problems which are continually tripping them up.¹⁹

There are some assumptions in language learning that should be considered when teaching English to students. The assumptions below from different sources (Larsen Freeman, Mackey, Richards, and Rogers) as quoted by Bambang Setiyadi as follows:

1. Learning should be fun and natural for students, in order for them to be successful in learning target language, there must be absence of stress. Students are believed or not to learn language forms directly, contexts are believed to be helpful for students interpret meanings.
2. The language should be first presented through sounds, not written symbols. After students can produce the sound with the words with the truth, they may begin to read the symbols in target language.

¹⁹ *Ibid*

3. The students more sensitive to anything that touches the senses, the read easily to physical object.
4. Meaning should be made perceptible through concrete object or by presentation of experience.
5. The idea that teaching should start from what the students already known in order to encourage association process seems to favor students.²⁰

With reference to the opinion above that the learning vocabulary or in the process of memorizing vocabulary has many ways or tricks to learn to make the students interested in learning vocabulary.

In this case that, the teacher must truly understand the state of their students so that the learning process can be understood by the students' vocabulary and participate actively in the learning process multiplies provided verbally in writing or another form that can motivate students in the learning process. Who need attention also in the process of vocabulary learning is a teaching staff should give a clear understanding to the students about the vocabulary of good meaning, function, and usage so that the learning targets or objectives to be achieved.

e. The Aspects of Vocabulary in Whispering Game

The aspects of vocabulary that students can develop using whispering game as follow:

c. Meaning

The students should know what the meaning of the word strips on the sheet that they got

d. Spelling

²⁰Ag. Bambang Setiadi, *Learning English as Foreign Language*, (Jakarta: Graha Ilmu, 2006), p.197-198.

The students should be able to learn how to spell the words that they heard.

e. Pronunciation

The students should be able to pronounce the words that they hear correctly

f. The Techniques in Teaching Vocabulary

This section reports on research results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary. Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners.²¹ This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible. Here are some techniques of teaching vocabulary.

a. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues

²¹Takač. V. P., & Singleton, D. (2008). *Vocabulary learning strategies and foreign language acquisition*. Canada: Multilingual matter Ltd.

for remembering words.²² Real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing Objects

can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can

²² Gairn, R. & Redman S. (1986). *Working with word : A guide to teaching and learning vocabulary*. USA : cambridge university Press.

use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots.

e. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

f. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary.. checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.

2. The Concept of Game

a. Definition of Game

According several by expert there are:

1) According to Hadfield defines that, a Game is an activity with rules, a goal and an element of fun. From this definition we can see that games enable students to achieve a goal with a recreational activity.²³

2) McCallum and George say that games automatically stimulate the students interest and properly introduced game can be one of the highest motivating techniques. And one significant difference between language game and other activities that they introduce an element of competition into the lesson.²⁴

Game is player contest that have interaction one other by followed certain roles to get certain purpose.

Game has four components, namely:

- a. Player
- b. Place
- c. Role
- d. Purpose²⁵

b. The Importance of Game

Learning a new language can be a difficult journey. However the reward is being able to communicate with a whole new country or culture of people. The process of learning a new language takes time. It is a challeng. In the past, many new language were taught in a traditional, direct translation, lacture format, now, new thories, methods, and strategies are being adobted into language learning programs.

²³ Jiil Hadfield, *Elementary Games* (New York:Practice Hall, 1984),p.4

²⁴ P. Mccallum and P. George, *101 Games*, (London: Oxford University Press, 1980), p.9

²⁵ Arif Sadiman, et.all., *Media Pendidikan* (Jakarta, PT. Raja Grafindo Persada. 1996) p.77

Learning a new language should be fun, interactive and exciting. The use of game in a learning environment will not only change the dynamic of the class, but it will also rejuvenate student and help the brain to learn more effectively. The brain is a muscle just like any other. It needs to be worked out tested and put into competitive situations. The more exciting and interactive a teacher can make the learning environment, the more a teacher tries to introduce games and activities, game allow students to: co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from other, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun.²⁶

Do not forget to learning a new language should be learning as a experience and enjoy it. Have fun with a friends, try a challenge and learning while playing with a fun game.

c. Advantages of Game

There are many advantage of game they are:

- a. Teaching learning process can be fun relax.
- b. Compete against a situation and other students.
- c. Immediate feedback
- d. Teacher has time to observe the students.²⁷

d. Types of Language Games

Classifying game into categories can be difficult, because categories often overlap. Hadfield (1999) explains two ways of classifying language games.

²⁶ ibid

²⁷ ibid

First, she divides language game into two types: linguistic games and communicative games. Linguistic game focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

The second taxonomy that hadfield uses to classify language games as linguistic games or communicative games, some games will contain elements of more than one type.

- a.Sorting, ordering, or arranging games
- b.Information gap games.
- c.Search games.
- d.Exchanging games.
- e.Role play games.
- f. Matcing games.²⁸

e. Benefits of Using Games in Teaching Vocabulary

Many teacher concentrate to help their students to increase their ability relate to others, as they help them to increase their ability to use the foreign language. Game are an aspect of method, that representative to be complemented.

There are some benefits if we use games in teaching vocabulary:

- a. They are great fun and provide practice in an amusing context

²⁸. Hadfieldjill.1988. *Elementary Vocabulary Games*, Online:[Http://Www.Google.Com](http://Www.Google.Com)., Accessed on December 15th2010.

- b. More enjoyable.
- c. More interesting.
- d. The students feel cheerful.
- e. Communicative
- f. Reinforcing social skill.
- g. Increasing the motivation of the learners.
- h. More Valuable.

3. The concept of Whispering Game

a. Definition of Whispering Game

Whispering Game is the Game which is students from lines and teacher whisper a word to the first student in line, the whisper to the next and so on down the line. The final student must say the word correctly to the teacher.²⁹

Based on the definition, whispering game is a game in which person or player has to deliver the word that given by the teacher by whispering to other player in their group.

The class into two teams. Line up the players. If there is an odd number of players, one can be the teachers “helper”. The teacher or his helper whispers a message to the first person of both group A and group B. The game only start when both player know the message. Then each player whispers the message to the next player in his group seccessively until the last player gets the message. The team

²⁹Oktaviana Nur Rohmah, The Effectiveness Of Whispering Game To Teach Vocabulary Of SMP PGRI 1 Kuwarasan, A Thesis (Universitas Muhammadiyah Purwakerto, 2014)

which can repeat the message first and correctly receives a point. Start the game over with the second student of each group becoming the first ones in line.³⁰

A game in which a message is passed on, in a whisper by the first person in line and so next to each of number in line. So that the final version of the message is often radically changed from the original and any situation where information is passed on in turn by a number of people, often becoming distorted in the process.

b. Teaching Vocabulary through Whispering Game

Teaching vocabulary through whispering game is one way to improve students mastering vocabulary by giving them a word. This word is firstly whispered to the first student. The teacher divides them into several groups, and every group consists of 5 students and the next the teacher prepares some words and gives them to the students and asks the students to whisper to the next students, start from the first students until the last students. After that the teacher asks the students what the meaning of that word. When the students find a difficult word or vocabularies so the teacher tells them the meaning. After that asks the students to memorize the difficult word.

c. Advantage of Whispering Game

There are some advantages of teaching vocabulary using Whispering game

- 1) It makes teaching learning process more interesting for students, so it can wake up the student's motivation, enthusiasm, and excitement.
- 2) It makes meaning for material more clearly, so the students more understand and know the purpose of the lesson better.

³⁰Vera Mellow *Whispering Game*<http://iteslj.org/game/9998.html>. Accessed on June 22nd 2018

- 3) It widens and varied learning experience not only in verbal communication, but also in more competitive activities.
- 4) It activities students because they do not only listening to the teacher but also do other activities.
- 5) It make students more enthusiastic to follow the lesson.
- 6) It enables students to study a lot of vocabulary in one time.

d. Disadvantages of Whispering Game

There are also some disadvantages of whispering game as follow:

- 1) Teacher should give clear instruction because the game not easy.
- 2) It is difficult to handle all of the students in playing this game.
- 3) It can produce some winners. So it needs long time to get only one winner.
- 4) Teacher need more time to prepare material.

e. The Steps In Teaching Vocabulary Using Whispering Game

There are some steps to play this game, such as:

- 1) In this game, teacher divides students become sveral groups, depending on the number students. Each group in game consist of five students.
- 2) Teacher gives the word to the first student.
- 3) The first students hears and memorize a word and then whisper to the second student.
- 4) The second student whispers to the third student and to be continued until the last students.
- 5) The last student of each group pronounces a word.
- 6) After prnounce a word, each group write down the answer on the worksheet.

- 7) Change the leader in their group and give another word.
- 8) Continue this activities until all of student get a position as a leader group.
- 9) And the last of game each group give the meaning and every groups make a sentences one of from the word
- 10) The group that got a highest was the winner.³¹

Based on description above the teacher teaches the vocabulary using game because game is fun way to teach vocabulary, so it makes students easy to remember and understand. It also was give big motivation in teaching learning process.

The picture below showed the rules of how to play whispering game

Students divided into four groups consisted of five students



<https://m.wikihow.com>

every groups make a line in front of class



<https://content.mycutegraphics.com>

The researcher explained how to play the whispering game

³¹ Oktaviana Nur Rohmah, *The effectiveness of whispering game to teach vocabulary at the grade students of Smp PGRI 1 Kuwarasan*, A Thesis S1 (UNIVERSITAS MUHAMMADIYAH PURWAKERTO, 2014)



<https://www.shutterstock.com>

give the first students the word



Every leaders whisper the word to the next member

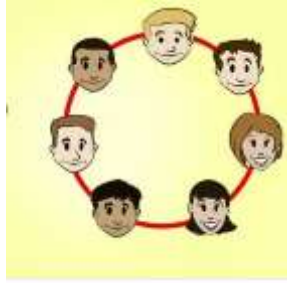


continue until the last members



<https://www.pghfly.com>

Countinue this activities until all of student get a position as a leader group.



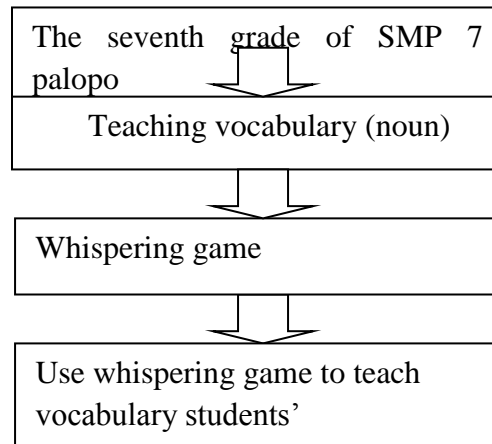
<https://m.wikihow.com>

Used this game can train students' memory by they hear. listening is an automatic physiological process of receiving auditory stimuli. Every time we catch and save we continuously store auditory information, even without us even knowing it. Everyday auditive communication greatly dominated human life, as well as learning activities, ranging from elementary school until college level, the definition of audio media for teaching, intended as material that contains messages in the form auditive (vocal cords or sound plates) that can stimulate the mind, feeling, attention, and willingness of students so learning process occurs.³² from the message received audio media receiving verbal and nonverbal message. audio verbal message namely oral language or words and nonverbal audio is like sounds or vocalizations, such as grumbling, murmuring, music etc.

³² Nana Sudjana Dan Ahmad Rivai, Media Pengajaran, (Bandung: CV Sinar Baru, 1997), Cet Ke-3, Hal.129

C. Theoretical Framework

The theoretical framework underlying this research is given in the following diagram:



The researcher used whispering game in teaching vocabulary students' at seventh grade in SMPN 7 palopo. Whispering game can stimulate the students to memorize vocabularies. It can make the students active in the classroom. The purpose of whispering game is to improve students' vocabulary

D. Hypothesis

1. There are two hypotheses of the research was formulated as follows:

- H_0 = there is not effective improving students' vocabulary trough whispering game of the seventh year at SMPN 07 Palopo
- H_1 = there is significant improving students' vocabulary trough whispering game of the seventh year at SMPN 07 Palopo

2. The hypothesis acceptability creteria as follows:

- If $p\text{-value} \leq \alpha 0,05$ means reject H_0
- If $p\text{-value} \geq \alpha 0,05$ means accept H_α

CHAPTER III

RESEARCH METHOD

A. Research Design

In this part, the researcher applied pre-experimental method, it aimed at finding out whether using of Whispering Game can improve vocabulary mastery of students of SMPN 7 Palopo. This research involved with consisted of pre-test, treatment, and post-test. The aimed of pre-test to know the students' vocabulary before giving whispering game. After that, researcher gave treatment by giving teaching English Vocabulry through Whispering Game. Furthermore, the students were given post-test to know their ability vocabulary after applying whispering game. Design of the research can be described as follow:³³



Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

B. Variable

1. Independent variable was Whispering Game
2. Dependent variable was students' Vocabulary Improvement

C. Population and Sample

The population of the research were the seventh year students of SMPN 07 Palopo 2017/2018 academic year. The total number of population were 168 students and divided

³³Prof. Dr. Suharsimi Arikunto, *procedure penelitian (suatu pendekatan praktek)* (Edisi Revisi IV ; Jakarta: PT. RinekaCipta, 1998) p.84.

into 6 class. It consisted of 28 students in one class. In determining the sample of the research, the researcher used purposive sampling technique from one class. The researcher took one class that has been observed which more students still lack in vocabulary. So the researcher took 20 students from class Das sample. The researcher intended to help students to increase their vocabulary mastery.

D. Instrument of the Research

Instrument of the research was vocabulary test, the researcher used pre-test and post-test to know the students' vocabulary mastery, the vocabulary test consisted of nouns like things in house, things in class, animals and public place. The test consist of 50 questions, there were some types questions that the researcher used in test, there were 10 number fill in the blank and 40 translating vocabulary, for 80 minutes in the class. As like in pre-test, in post-test also used vocabulary test there were fill in the blank and translating vocabulary. The difference between pre-test and post-test was only in vocabulary. In pre-test were things in classroom and public place that must be translated into Indonesian, whereas thing in the house and animals must be translated into English. While in post-test vocabulary about animals and public place must be translated into Indonesia, and things in the classroom and in the house must be translated into English.

E. Procedure of Collecting Data

1. Pre-test

Before doing the treatment, the researcher gave pre-test to know the mastery of the students'. The procedure in pre-test as follows. The researcher entered the classroom on Saturday, September 22nd 2018 at the first class. After that, the researcher explained about the purpose to come, then the researcher gave the students worksheet that the students have

to answer. Before answer the questions the researcher remained the students to pay attention and then the researcher explained the procedure to answer the test. After that the researcher gave 60 minutes to answer the test. Next the researchers collected the students' worksheet. Last, the researcher scored the test in the different place.

2. Treatment

After giving pre-test, the researcher gave treatment. The treatment was done in four meetings. There were some steps for every meeting.

In the first meeting, the researcher taught students about thing in the house. In pre activities, the researcher open the class, gave a greeting and lead students to pray, for the last of pre-activities, the researcher checked the attendance. For Main activities there were several parts. The first the researcher Introduced to students about vocabulary and whispering game. After that the researcher divided students into four groups, after that gave an explanation how to play whispering game. Every groups had ten minutes to play the game. After all of students got a position as a leader groups, each group translated the vocabulary and made a sentence. The last the researcher wrote down the students' answer on the white board and showed to each group about the correct answer. Furthermore, in post activities the researcher asked students to mention learning points. After that reasearcher asked students to learned about the next material.

In the second meeting, the researcher taught students about thing in the classroom. In pre activities, the researcher open the class, gave a greeting and lead students to pray, for the last of pre activities, the researcher cheked the attendance. For Main activities there were several parts. The researcher reminded to students about whispering game. After that the researcherasked students to gathered with their groups, after that the researcher explained

how to play whispering game. Every groups had ten minutes to play the game. After all of students got a position as a leader of a group, each group translated the vocabulary and made a sentence. The last, the researcher wrote down the students' answers on the white board and showed to each group about the correct answers. Furthermore, in post activities the researcher asked students to mention learning points. After that reasearcher asked students to learned about the next material.

In the third meeting, the researcher taught students about public place. In pre activities, the researcher open the class, gave a greeting and lead students to pray, for the last of pre activities, the researcher cheked the attendance. For Main activities there were several parts. The researcher reminded to students about whispering game. After that the researcher asked students to gathered with their groups, after that reminded how to played whispering game. Every groups had ten minutes to play the game. After all of students got a position as a leader of a group, each group translated the vocabulary and made a sentence. The last, the researcher wrote down the students' answer on the white board and showed to each group about the correct answer. Furthermore, in post activities the researcher asked students to mention learning points. After that reasearcher asked students to learned about the next material.

In the fourth meeting, the researcher taught students about animals. In pre activities, the researcher open the class, gave a greeting and lead students to pray, for the last of pre activities, the researcher cheked the attendance. For Main activities there were several parts. The researcher reminded to students about whispering game. After that the researcher asked students to gathered with their groups, after that reminded how to played whispering game. Every groups had ten minutes to play the game. After all of students got a position as a

leader of a group, each group translated the vocabulary and made a sentence. The last, the researcher wrote down the students' answer on the white board and showed to each group about the correct answer. Furthermore, in post activities the researcher asked students to mention learning points. After that reasearcher asked students to learned about the next material

1. Post-test

After doing the pre-test and treatment, the researcher gave the post-test, which aimed to know and identify the students' vocabulary achievement. The test consist of 50 questions, there were 10 fill in the blank, and 40 translating vocabulary. The procedure in post-test is as follow, The researcher entered the classroom on Saturday, October 13th 2018 at the first class. After that, gave the students worksheet. After that the researcher explained about the procedure to answer the test. The researcher gave 60 minutes to answer the test. Next, the researcher collected the students' worksheet. Last, the researcher scored the test in difference place.

F. Data Analysis Technique

The data through oral test analyzed in percentage by using formula as follows:

1. Analyzing the raw data of pretest. Each of the students correct answer got 1 and the wrong got 0
2. Scoring the students vocabulary test answer

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 100$$

3. Classifying the students score based on the following classification:

Score 81 – 100 = very good

Score 61 – 80 = Good

Score 41 – 60 = Fair

Score 21 – 40 = poor

Score 1– 20 = very Poor³⁴

4. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the pre-experimental by using SPSS 22 for window evaluation.

³⁴ Muhammad kasiran, *Teknik analysis item, tes hasil belajar dan cara menghitung validity and reability*. (surabaya: usaha nasional 1948)

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding research showed that the result of the data that have been analyzed statistically and the tabulating of data. It compared of the students' score in pre-test and post-test, classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test.

1. Test Analysis students' vocabulary score in pre-test and post-test

a. Pre-test

In this section, the research showed the complete score of students in vocabulary (students correct answer) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in pre-test. The researcher presented the data in the tables and calculated the score by using SPSS 22 program. Then, the researcher showed the students' completed score students vocabulary in pre-test. The tabulation of students' score the pre-test can be seen in table 4.1

Table 4.1

The score of Students in Pre-test (X_1)

Respondents	Value of Students' Correct Answer	Score
R1	5	10
R2	19	38
R3	10	20
R4	9	18
R5	17	34
R6	10	20
R7	13	26
R8	18	36
R9	17	34
R10	13	26
R11	28	56
R12	19	38
R13	19	38
R14	24	48

R15	22	44
R16	20	40
R17	24	48
R18	6	24
R19	11	22
R20	6	12

Table 4.1 described about the score of the students' vocabulary before giving the treatment. It can be seen clearly from the table twenty students took part in this research, there only one student got the highest score that was 56 and the was one student got the lowest score score that was 10.

To calculated the mean score of students' correct answer, the research calculated it by using SPSS 22, the result can be presented in to the table descriptive statistic it can be seen in table 4.2

Table 4.2

The mean score of students' correct answer in pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	10.00	56.00	31.6000	12.62579
Valid N (listwise)	20				

From the table 4.2, it showed that the highest score of students was 56.0 and the lowest score was 10.0. Besides, it also indicated that the mean score of students' accuracy in pre-test was 31.6000 and the standard deviation error was 12.62579

In other sided, the researcher also has written the students' score of correct answer before giving treatment by whispering games and the researcher presented through the table rate percentage scores it can be seen in table 4.2

Table 4.3

The Rate Percentage Score of the students' Accuracy in pre-test

Classification	Score	Frequency	Percentage
Very good	80-100	-	-
Good	61-80	-	-
Fair	41-60	4	20%
Poor	21-40	11	55%
Very poor	1-20	5	25%
Total		20	100%

The table above showed the percentage of student' score of pre-test. It show that was 4 students (about 20%) obtained "fair" classifications, 11 students (about 55%) obtained "poor" classifications, and 5 students (about 25%) obtained "very poor". Based on data above, it can be seen that the students got very poor were more than the students got good score. It can be concluded that the students vocabulary were still low.

b. Post-test

After giving treatment, the researcher gave more test, namely post-test to know the used whispering game in teaching vocabulary. The students' score in post-test showed in the table 4.4

Table 4.4

The score of students' Vocabulary in post-test

Respondent	Correct Answer	Score
R1	31	62
R2	35	70
R3	41	82
R4	35	70
R5	33	66
R6	36	72
R7	36	72
R8	43	86
R9	44	88
R10	45	90
R11	46	92

R12	40	80
R13	43	86
R14	46	92
R15	41	82
R16	47	94
R17	37	74
R18	35	70
R19	41	82
R20	38	76

The calculated the mean score of students' correct answer, the reseacher calculated it by using SPSS 22. The result can be presented in to the table descriptive statistic. It can be seen in table 4.4

Table 4.5

The Mean Score of Students'Correct Answer in Post-Test

C. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	62.00	94.00	79.3000	9.52061
Valid N (listwise)	20				

From the table 4.5, it showed that the highest score of students was 94.0 and the lowest score was 62.0. Beside, it also indicated that the mean score of students' accuracy in post-test was 79.3000 and the standard deviation error was 9.52061

In other side, the researcher also had written the students' score of correct answer before giving treatment by whispering games and it presents through the table rate percentage scores. It can be seen in table 4.6

Table 4.6

The Rate Percentage Score of the Students' Accurary in Post-Test

Classification	Score	Frequency	Percentage
Very good	80-100	11	55%
Good	61-80	9	45%
Fair	41-60	0	0%
Poor	21-40	0	0%
Very Poor	1-20	0	0%
Total		20	100%

The table above showed the percentage of student' score of post-test. There were 11 students (about 55%) obtained "very good" classifications, 9 students (about 45%) obtained "good" classifications. And none student got fair, poor and very classification. It was mean that the students had good progress after giving treatment.

Table 4.7
The Paired Sample Statistic of Pre-Test And Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	31.6000	20	12.62579	2.82321
	Posttest	79.3000	20	9.52061	2.12887

The table 4.7. showed the mean score of the students pre-test was 31.6000 and the mean score of post-test 79.3000. standard deviation of pretest was 12.62579 and the standard deviation of post-test was 9.52061. it means there was increasing after using whispering game to teach students' vocabulary

Table 4.8
The paired sample test of pre-test and post-test

Paired Samples Test								
	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pai pretest - r 1 posttest	-47.70000	10.94051	2.44637	-52.82032	-42.57968	-19.498	19	.000

The hypothesis was tasted by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that was a test to know the significance difference between the result of students' mean score in pre-test and post-test.

Assumsing that the level of significance (α) = 0.05, the only thing which was needed; the degree of freedom (df) = N – 1, where df = 19, than the t-test was presented the following table.

Table 4.9

The Probably Value Of T-Test Of Students' Achievement

Variable	P-Value	(α)
X2 – X1	0,00	0,05

B. Discussion

Based on the research findings, it was found that students who were taught using whispering games had built their vocabulary. It was proven by the average score between the students' pre-test and post-test.

After look the result of data analysis, the researcher presented the discission of the data given to the students. In the first meeting students were given a pretest to determine their ability to understand vocabulary. In pre-test, researchers asked students to answer vocabulary tests. Based on questions like nouns, Thing in classroom, Animal, and Public place. Of the 50 pre-test questions, the students had low vocabulary with mean score 56.0. there were 5 students (25%) got “very poor” classification, 11 students (55%) got “poor” classifiction and 4 students (20%) got “fair” classification. This is because the students did not have enough vocabulary.

Almost all students could not answer the questions about translating the vocabulary and fill in the blank in pre-test. Question thatmostly students answered wrong was translating vocabulary and fill in the blank,because students' vocabulary was low.

After that the researcher had done it for fourth meeting of treatment, in first treatment the researcher divided the students into four groups after that explained the rules the whispering game as a technique in learning vocabulary in the class. And the next played the game, most of the students were wrong in pronounce the word when whispering to the next member, it was because almost students still lack in vocabulary. For example word: magazine, square, bookstore, bear station, beach etc.

For the next game, the researcher did same as the first treatment. But the researcher gave difference topic in each treatment. As often as possible the students were given to practicing this technique, it made their word become good and also made them more spirit in learning vocabulary. It can be seen from their participation in doing this technique until the last treatment. And also their vocabulary skill had showed a good improvement in their vocabulary mastery.

In post-test, researcher gave the same vocabulary test at the pretest, but different question. Post-test was done after giving four times the treatment to students to find out the score in posttest and increase students' vocabulary. It was found that posttest students achieved good classification. This whispering game waseffective in improving student vocabulary mastery.

After did the treatment (four meeting) students vocabulary increased, showed that there was 9 students (45%) got “good” classification, and 11 students (55%) got “very good” classification. Based on the result in post-test, the researcher concluded that use of whispering game to teaching vocabulary was effective to improve students' vocabulary.

From the analysis, Based on the result of previous researcher concluded that there was a significant difference between pre-test and post-test in teaching students vocabulary through whispering game. Using whispering game in teaching vocabulary could be used to increase the students' vocabulary.³⁵ The researcher also concluded that the whispering game was effective to improve students' vocabulary mastery.

The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = $N - 1$, where (N) = 20, df = 19. The probability value was smaller than α ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that whispering game was effective in increasing students vocabulary.

Based on previous study conducted by Sari delima sihaloho used whispering game to improve students vocabulary mastery found that whispering game was effective.³⁶ The similarity between previous study and this research was also using whispering game, and the result showed good improvement in vocabulary mastery. It can be concluded that whispering game was effective to improve students' vocabulary mastery.

³⁵Oktaviana Nur Rohmah, *The Effectiveness Of Whispering Game To Teach Vocabulary Of SMP PGRI 1 Kuwarasan*, A Thesis (Universitas Muhammadiyah Purwakerto, 2014)

³⁶Sari delima siholo, Juwita Boneka Sinaga, Sulastris Manurung "The Effectiveness of Whispering Game to Students' Vocabulary Mastery" jurnal anglo saxon VIII (1)2017

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher found that the use of whispering game was effective to improve vocabulary mastery of students of SMPN 7 Palopo. It was proved by mean score of the students' post-test (79.3000), which was higher than mean score of the students' pre-test (31.6000). The result can be seen from sig.(2-tailed) of the equal variance assumed in the independent sample test table the sig. (2-tailed) was 0.00. it was lower than $\alpha = 0.05$ and it mean that H_0 was rejected and H_a was accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of whispering game toward students' vocabulary mastery of students of SMPN 7 Palopo.

B. Suggestions

Based on the result of data analysis and conclusion above the researcher gives some suggestion as follow:

1. For the Teacher
 - a. The researcher suggests for English teacher to use the media in the process of teaching. Beacuse is one of the strategy to improv students' vocabulary.
 - b. The teacher should choose suitable technique in teaching vocabulary to make the students easy to learn voachbulary.

2. For the Students

The Students can practice another friends and another vocabulary by using whispering game, because this game can be used grouping.

3. For the next resaercher

The next researcher who wants to use whispering game in teaching vocabulary, this game can be applied in another skill, such as listening and speaking. So the students will learn an integred skill.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 7 Palopo
Mata Pelajaran : Bahasa Inggris
Pertermuan : pertama
Topik/Tema : Noun
Materi : Things
Kelas/Semester : VIII/Ganjil
Waktu : 2x40 minute

A. Standar Kompetensi : Memahami dan mengungkapkan makna kosakata dalam tema tertentu

B. Kompetensi Dasar : Merespon makna yang terdapat dalam kosakata dalam tema tertentu

C. Indikator

- Mengidentifikasi kata benda(people)
- Menerjemahkan kosakata kedalam bahasa

D. Materi Pembelajaran

- Kosakata yang berkaitan dengan ” **things**”

Learning material:

Terjemahkan kosakata
Melengkapi kalimat

E. Metode Pembelajaran

- Whispering Game

F. Langkah-langkah Pembelajaran

- a. Kegiatan awal (10 menit)
 - Menyapa siswa

- Mengabsen siswa
- Doa
- Memberi motivasi

b. Kegiatan inti (core) 60 menit

- Peserta didik diberi penjelasan tentang Whispering game
- Peserta dibagi menjadi beberapa kelompok
- peneliti menjelaskan prosedur whispering game
- peneliti meletakkan setiap kata benda “things” didepan masing-masing group
- peneliti dan siswa bermain game

c. Kegiatan akhir (closing) 10 menit

- Menanyakan kesulitan Siswa tentang kosakata benda yang berkaitan dengan ” **things**” .
- Guru meminta beberapa siswa untuk menyebutkan poin-poin pembelajaran
- Memberikan kesimpulan tentang ,materi yang diberikan
- Doa

G. Sumber/Media Pembelajaran

- Buku dasar-dasar bahasa inggris
- Kamus

H. Prosedur/Jenis penilaian

- Test tertulis
- Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 7 Palopo
Mata Pelajaran : Bahasa Inggris
Pertermuan : Kedua
Topik/Tema : Noun
Materi : things in the classroom
Kelas/Semester : VII/Ganjil
Waktu : 2x40 minute

A. Standar Kompetensi : Mengungkapkan dan memahami makna kosa kata dalam tema tertentu.

B. Kompetensi Dasar: Merespon makna dalam tema tertentu.

C. Indikator

- Mengidentifikasi kata benda(Things in the classroom)
- Menerjemahkan kosakata kedalam bahasa indonesia

D. Materi Pembelajaran

- Kosakata yang berkaitan dengan” **things in the classroom**”

Learning material:

A. Terjemahkan kosakata

B. Melengkapi kalimat

E. Metode Pembelajaran

Whispering Game

F. Langkah-langkah pembelajaran

a. Kegiatan awal 10 menit

- Menyapa siswa
- Mengabsen siswa
- Doa

- Memberi motivasi
- b. Kegiatan inti (core) 60 menit
- Peserta didik diberi penjelasan tentang Whispering game
 - Peserta dibagi menjadi beberapa kelompok
 - peneliti menjelaskan prosedur whispering game
 - peneliti meletakkan setiap kata benda “thing in a classroom” didepan masing-masing group
 - peneliti dan siswa bermain game
- c. Kegiatan akhir (closing) 10 menit
- Menanyakan kesulitan Siswa tentang kosakata benda yang berkaitan dengan **” thing in the classroom”** .
 - Guru meminta beberapa siswa untuk menyebutkan poin-poin pembelajaran
 - Memberikan kesimpulan tentang ,materi yang diberikan
 - Doa

G. Sumber/Media Pembelajaran

- Buku dasar-dasar bahasa inggris
- Kamus

H. Prosedur/Jenis penilaian

- Test tertulis
- Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 7 Palopo
Mata Pelajaran : Bahasa Inggris
Pertermuan : Ketiga
Topik/Tema : Noun
Materi : things in the house
Kelas/Semester : VII/Ganjil
Waktu : 2x40 minute

A. Standar Kompetensi : Mengungkapkan dan memahami makna kosa kata dalam tema tertentu.

B. Kompetensi Dasar : Merespon makna dalam tema tertentu.

C. Indikator

- Mengidentifikasi kata benda(things in the house)
- Menerjemahkan kosakata kedalam bahasa indonesia

D. Materi Pembelajaran

- Kosakata yang berkaitan dengan” **things in the house**”

Learning material:

- A. Terjemahkan kosakata
- B. Melengkapi kalimat

E. Metode Pembelajaran

Whispering Game

F. Langkah-langkah

a. Kegiatan awal 10 menit

- Menyapa siswa
- Mengabsen siswa
- Doa

- Memberi motivasi
- b. Kegiatan inti (core) 60 menit
- Peserta didik diberi penjelasan tentang Whispering game
 - Peserta dibagi menjadi beberapa kelompok
 - peneliti menjelaskan prosedur whispering game
 - peneliti meletakkan setiap kata benda “things in the house” didepan masing-masing group
 - peneliti dan siswa bermain game
- c. Kegiatan akhir (closing) 10 menit
- Menanyakan kesulitan Siswa tentang kosakata benda yang berkaitan dengan **” things in the house”** .
 - Guru meminta beberapa siswa untuk menyebutkan poin-poin pembelajaran
 - Memberikan kesimpulan tentang ,materi yang diberikan
 - Doa

G. Sumber/Media Pembelajaran

- Buku dasar-dasar bahasa inggris
- Kamus

H. Prosedur/Jenis penilaian

- Test tertulis
- Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 7 Palopo
Mata Pelajaran : Bahasa Inggris
Pertermuan : Keempat
Topik/Tema : Noun
Materi : Animals
Kelas/Semester : VII/Ganjil
Waktu : 2x40 minute

A. Standar Kompetensi : Mengungkapkan dan memahami makna kosa kata dalam tema tertentu.

B. Kompetensi Dasar : Merespon makna dalam tema tertentu.

C. Indikator

- Mengidentifikasi kata benda(animals)
- Menerjemahkan kosakata kedalam bahasa indonesia

D. Materi Pembelajaran

- Kosakata yang berkaitan dengan” **Animals**”

Learning material:

- A. Terjemahkan kosakata
- B. Melengkapi kalimat

E. Metode Pembelajaran

Whispering Game

F. Langkah-langkah pembelajaran

- a. Kegiatan awal 10 menit

- Menyapa siswa
- Mengabsen siswa
- Doa

- Memberi motivasi
- b. Kegiatan inti (core) 60 menit
 - Peserta didik diberi penjelasan tentang Whispering game
 - Peserta dibagi menjadi beberapa kelompok
 - peneliti menjelaskan prosedur whispering game
 - peneliti meletakkan setiap kata benda “animals” di depan masing-masing group
 - peneliti dan siswa bermain game
- c. Kegiatan akhir (closing) 10 menit
 - Menanyakan kesulitan Siswa tentang kosakata benda yang berkaitan dengan ” **animals**” .
 - Guru meminta beberapa siswa untuk menyebutkan poin-poin pembelajaran
 - Memberikan kesimpulan tentang ,materi yang diberikan
 - Doa

G. Sumber/Media Pembelajaran

- Buku dasar-dasar bahasa inggris
- Kamus

H. Prosedur/Jenis penilaian

- Test tertulis
- Pengamatan

Name :

Class :

Pre-test

Complete the sentences by choosing the words in a box!

Flower	giraffe	bookstore	classroom	television
library	Newspaper	bank	marker	hospital
Bird	cinema	bag	snack	market

1. My mother is watching_____now.
2. I just returned from the_____to see my sick friend
3. I and my sister will go to the_____to watch a movie.
4. _____is the place to borrow some books at school.
5. My teacher use the_____to write on the whiteboard.
6. We need a____to bring our school books.
7. There are many beautiful_____in her garden.
8. The_____is animal can fly.
9. The animal which have long neck is_____
10. You have to go to the_____if you want to save the money.

Translate the following the words below into indonesi!

Classroom

1. Desk =
2. Book =
3. Bag =
4. Window =
5. Door =
6. Globe =
7. Whitboard =
8. Wall =
9. Floor =
10. Chair =

Public place

1. Hospital =
2. Cinema =
3. School =
4. Police station =
5. Bank =
6. Market =
7. Post office =
8. Museum =
9. Beach =
10. Shop =

Translate the following the words below into english!

Thing in the house

1. Televisi =
2. Meja =
3. Tempat tidur =
4. Bantal =
5. Cermin =
6. Lampu =
7. Gambar =
8. WC =
9. Piring =
10. Sendok =

Animals

1. Gajah =
2. Buaya =
3. Nyamuk =
4. Kepiting =
5. Burung =
6. Serigala =
7. Ular =
8. Burung hantu =
9. Lalat =
10. Cacing =

Name:

Class :

Post-test

Complete the sentences by choosing the words in a box!

Knife	Bookstore	Television	Newspaper	Cinema
Library	Vases	Bedroom	Magazine	Spoon
Bird	Elephant	Snake	Cat	Bathroom

1. My father read_____in the office everyday
2. I want to go_____to buy a book
3. My mother watch a drama on the_____everyday
4. Will you go with me to the_____to watch a movie?
5. I will borrow some books in the_____at school
6. My little brother broke three_____in my grandmother's house
7. Do not play with the_____in the kitchen
8. My sister is sleeping in my_____now
9. I have a_____it has a thick fur and mustache and sounds meowww
10. My family and I will go to see the_____at the zoo

Translate the following the words below into indonesia!

Animals

- 11. Cow =
- 12. Pig =
- 13. Dog =
- 14. Cat =
- 15. Mouse =
- 16. Chicken =
- 17. Ant =
- 18. Bird =
- 19. Rabbit =
- 20. Monkey =

Public place

- 11. Square =
- 12. Beach =
- 13. Market =
- 14. Bookstore =
- 15. Library =
- 16. Garden =
- 17. Store =
- 18. Station =
- 19. Cinema =
- 20. Hopital =

Translate the following the words below into english!

Classroom

- 11. Papan tulis =
- 12. Buku =
- 13. Meja tulis =
- 14. Lantai =
- 15. Gambar =
- 16. Bola dunia =
- 17. Kursi =
- 18. Dinding =
- 19. Jendela =
- 20. Jam =

Thing in the house

- 11. Majalah =
- 12. Meja =
- 13. Ember =
- 14. Kasur =
- 15. garpu =
- 16. kompor =
- 17. Kulkas =
- 18. Lampu =
- 19. Pisau =
- 20. Piring =

DOCUMENTATION











**KEMENTRIAN AGAMA
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PEMERINTAHAN KOTA PALOPO
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Benar telah melaksanakan Penelitian di SMP Negeri 7 Palopo dalam rangka penyusunan Skripsi sebagai Mahasiswa pada Institut Agama Islam Negeri Palopo (IAIN), dengan judul **"The Use Washpering Game In Teaching Students' Vocabulary At Seventh Grade Of Di SMP Negeri 7 Palopo"** Mulai dari Tanggal 13 September s.d 13 Oktober 2018.

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 23 Nopember 2018

Kepala Sekolah,


MUH. ARIFIN, S.Pd



PEMERINTAH KOTA PALOPO
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4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

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Alamat	: Dsn. Mabasi Kab. Luwu Timur
Pekerjaan	: Mahasiswa
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Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE USE OF WHISPERING GAME IN TEACHING STUDENTS' VOCABULARY AT SEVENTH GRADE OF SMPN 7 PALOPO

Lokasi Penelitian	: SMP NEGERI 7 PALOPO
Lamanya Penelitian	: 13 September 2018 s.d. 13 Oktober 2018

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 13 September 2018
Kepala Dinas Penanaman Modal dan PTSP

FARID KASIM J.S., SH., M.Si
Pangkat : Pembina Tk. I
NIP : 19830309 200312 1 004

Tembusan

THE RESULT OF REVISION OF EXAMINATION RESULT
Friday, 21 December 2018
ENGLISH STUDY PROGRAM OF TARBIAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN) PALOPO

Title of Thesis : The Use of Whispering Game in Teaching Vocabulary to Seventh Grade students of SMPN 7 Palopo
Name : Susanti
Reg number : 14.16.3.0143
Chairman : Amaliah Yahya, S.E., M.Hum

	Name	Signs
Consultant I	Dr. Masruddin, S.S., M.Hum	
Consultant II	Amaliah Yahya, S.E., M.Hum	
Examiner I	Wahibah, S.Ag., M.Hum	
Examiner II	Akbar, S.Pd.I M.Ed	

Num	Examiners	Suggestions	Page before Revision	Result of revision	Page after Revision	(Done/not done)
1	Wahibah, S.Ag., M.Hum	-Some grammatical errors	-	Some grammatical errors have been fixed	-	Done
		-previous studies from journal	5	- previous studies have been changed	5	Done
		-In treatment added the topic vocabulary every meeting	30	-In treatment added the topic vocabulary every meeting have been added	35-37	Done
		-Analyze the vocabulary which is more difficulty	43	- Analyze the vocabulary which is more	48-50	Done

		-Conclusion base on research question	47	difficulty have been added - Conclusion base on research question have been changed	51	Done
2	Akbar, S.Pd.I M.Ed	-There were several points changed into sentence	3, 28-29	- There were several points changed into sentence have been changed	3, 34-35	Done
		-Instrument of the study added explained more detail	29	-Instrument of the study have been added	34	Done
		-treatment made into paragraph	30	- treatment made into paragraph have been changed	35-37	Done

THE RESULT OF REVISION OF EXAMINATION RESULT
Monday, 28 January 2019
ENGLISH STUDY PROGRAM OF TARIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN) PALOPO

Title of Thesis : The Use of Whispering Game in Teaching Vocabulary to Seventh Grade students of SMPN 7 Palopo
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Num	Examiners	Suggestions	Page before Revision	Result of Revision	Page after Revision	(Done /not done)
1	Wahibah, S.Ag., M.Hum	-added part of speech in chapter 2	6	-part of speech in chapter 2 have been added	8-12	Done
		-scope of study: revise the last sentence or skip	4	- scope of study: the last sentence have been skip	4	Done
		- added picture how to play whispering game		- picture how to play whispering game have been added	28-31	Done
		-some misspelling		-some misspelling have been fixed		Done

							Done
		-made the procedure test in pre-test and post-test	30, 33	- the procedure test in pre-test and post-test have been added	35, 38		Done
2	Akbar, S.Pd.I M.Ed	- grammatical errors in instrument of the research	29	-grammatical errors in instrument of the research have been fixed	34		Done
		-what the difference between pre-test and post-test	29	-the difference between pre-test and post-test have been added	34		Done

AUTOBIOGRAPHY



The researcher , Susanti, was born on December 12 1995 in Mabasi, she has one sister and three brothers. She is the last child of Mursalim and Muhiati. In 2002, started her education in SDN 103 Lumbewe and graduated in 2008. After that, she continued his study in SMPN 3 Burau and graduated in 2011. Then, she continued her study in SMKN 1 Luwu Utara and graduated 2014 . In the following years, she continued her study at English Education Department in State Islamic Institute (IAIN) Palopo in 2014. She finished her study at IAIN Palopo in 2019

